

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	AS	ES	MS	MS	MS	

The Indiana State Board of Education awarded Irvington Community School (ICS) a **B** for its 2014-15 school year performance. A school that serves students across both K-8 and 9-12 grades receives a letter grade for K-8, and a letter grade for 9-12. The final category designation comes from a combined letter grade that is weighted by enrollment in the various grade levels. For the purposes of the OEI performance framework, the rating is determined from the combined grade, although both grades are captured here in sub ratings.

A school receives its elementary/middle school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2015, 65.1% of Irvington Community School students passed the English/Language Arts portion of ISTEP+, while 62.8% of students passed the Mathematics portion.

In English/Language Arts, ICS did not receive a bonus for high growth, nor did it receive a penalty for overall low growth. Similarly, in Mathematics, the school did not receive a bonus for high growth, nor did it receive a penalty for overall low growth.

State Accountability Results – Elementary/Middle

English/Language Arts

65.1% Proficiency + No Growth Bonus – No Growth Penalty

Mathematics

62.8% Proficiency + No Growth Bonus – No Growth Penalty

A school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

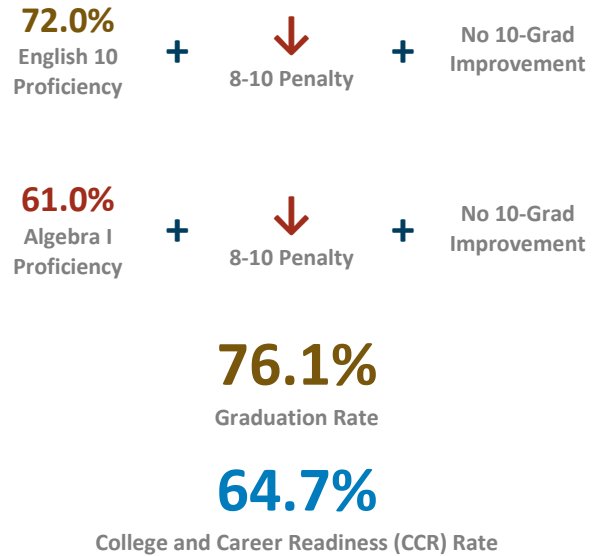
In Spring 2015, the 10th grade cohort at Irvington Community School had a proficiency rate of 61.0% on the English 10 End of Course Assessment (ECA). The school received a penalty for its 8th grade to 10th grade improvement rate and no bonus from 10th grade to graduation improvement.

ICS's 10th grade cohort had a proficiency rate of 72.0% on the Algebra I ECA. Similarly, the school received a penalty for its improvement rate from 8th to 10th grade and no bonus for 10th grade to graduation improvement.

Since the IDOE provides an extended timeline for students to complete graduation requirements, data for graduation and college & career readiness is calculated a year in arrears. In the 2013-14 school year, ICS had a four-year graduation rate of 76.1%, with 64.7% of those graduates qualifying as "college and/or career ready".

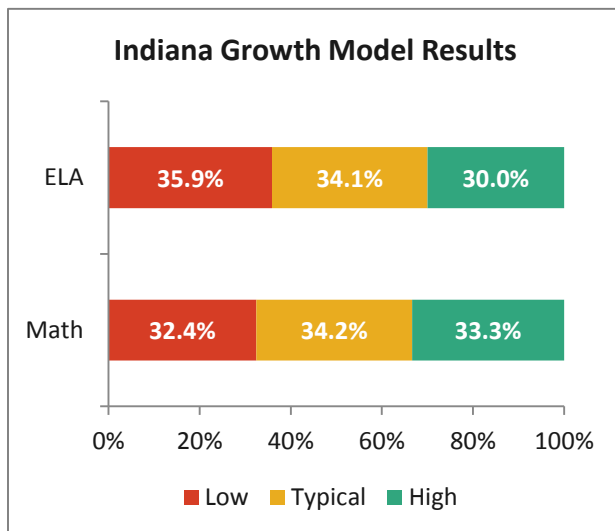
On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since ICS received a **B** in 2014, that is its final grade for the 2014-2015 school year. Thus, the school receives a Meets Standard on the Office of Education Innovation (OEI) performance framework.

State Accountability Results – High School



1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	AS	AS	AS	AS	AS	

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2014-15, 64.1% of Irvington Community School students made typical or high growth in English/Language Arts, while 67.6% made those gains in Mathematics.

A

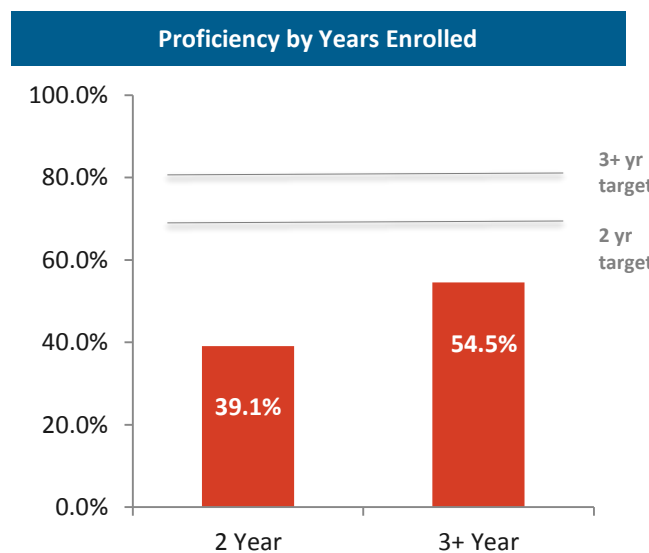
As shown in the table below, a weighted average across both subjects shows that 65.8% of students at Irvington Community School made sufficient gains in 2014-15. Thus, the school receives an **Approaching Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	35.9%	34.1%	30.0%	64.1%
Math	32.4%	34.2%	33.3%	67.6%
Weighted Average				65.8%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				AS	DNMS	

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

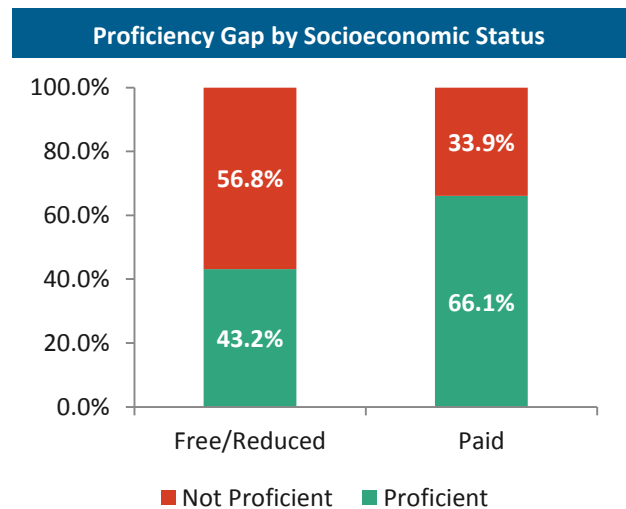
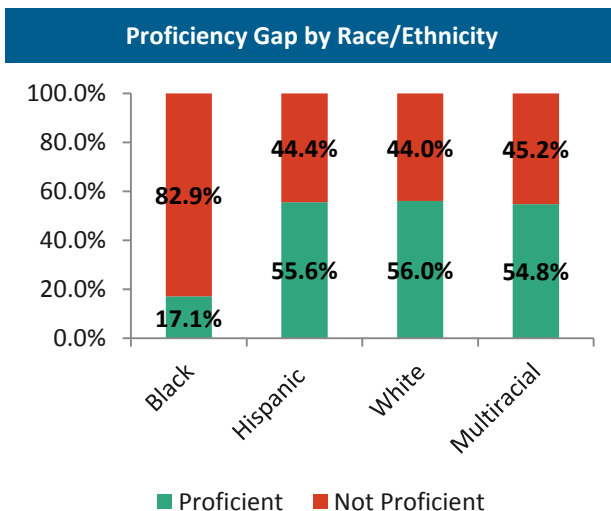
Of those 3rd – 8th grade students enrolled at Irvington Community School for two years, 39.1% were proficient on both the English/Language Arts and Mathematics ISTEP+. Of those enrolled at the school for three or more years, 54.5% were proficient on both subjects. Thus, the school earns a **Does Not Meet Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Exceeds standard	School has no more than 5% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				DNMS	DNMS	

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Irvington Community School is captured below.



While 52.7% of all 3rd – 8th grade Irvington Community School students were proficient on both the English/Language Arts and Mathematics ISTEP+, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Black student proficiency, resulting in a difference of 39.0%.

Additionally, as shown in the right graph above, Irvington Community School has a proficiency gap between students who pay for lunch and those who qualify for free/reduced lunch, resulting in a difference of 22.9%.

The larger of these two differences, the 39.0% difference in racial groups, leads to Irvington Community School receiving a **Does Not Meet Standard** on the OEI performance framework for the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				DNMS	MS	
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					97.1%	MS
	High School Grades					96.4%	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school at least 95% of the 180 days in the school year.

Irvington Community School's elementary/middle school grades had an average attendance rate of 97.1%, while the high school grades averaged 96.4%.

Irvington Community School has an aggregate attendance rate of 96.8%, with every grade level meeting the 95% standard. Due to its aggregate rate, Irvington Community School receives a Meets Standard on the OEI performance framework.

Attendance by Grade Level

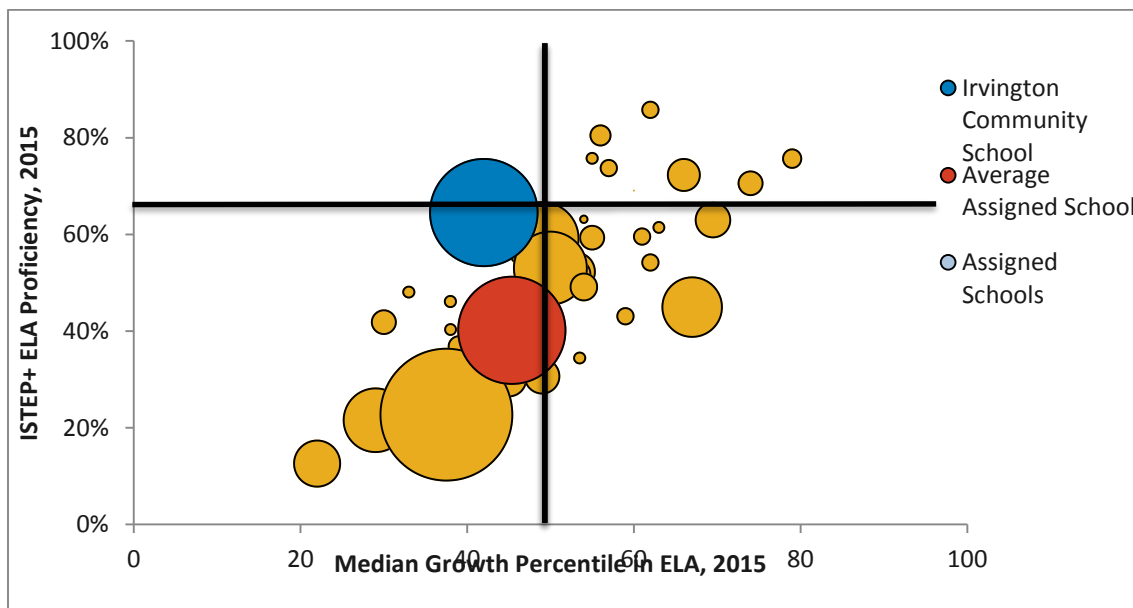
Kindergarten	97.8%	7th Grade	95.9%
1st Grade	98.1%	8th Grade	95.2%
2nd Grade	97.8%	9th Grade	96.6%
3rd Grade	97.7%	10th Grade	96.1%
4th Grade	98.2%	11th Grade	96.6%
5th Grade	97.5%	12th Grade	96.4%
6th Grade	95.6%		
Overall Average		96.8%	

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.					
	Approaching standard	School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.					
	Meets standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.					
	Exceeds standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	ES	MS	ES	MS	

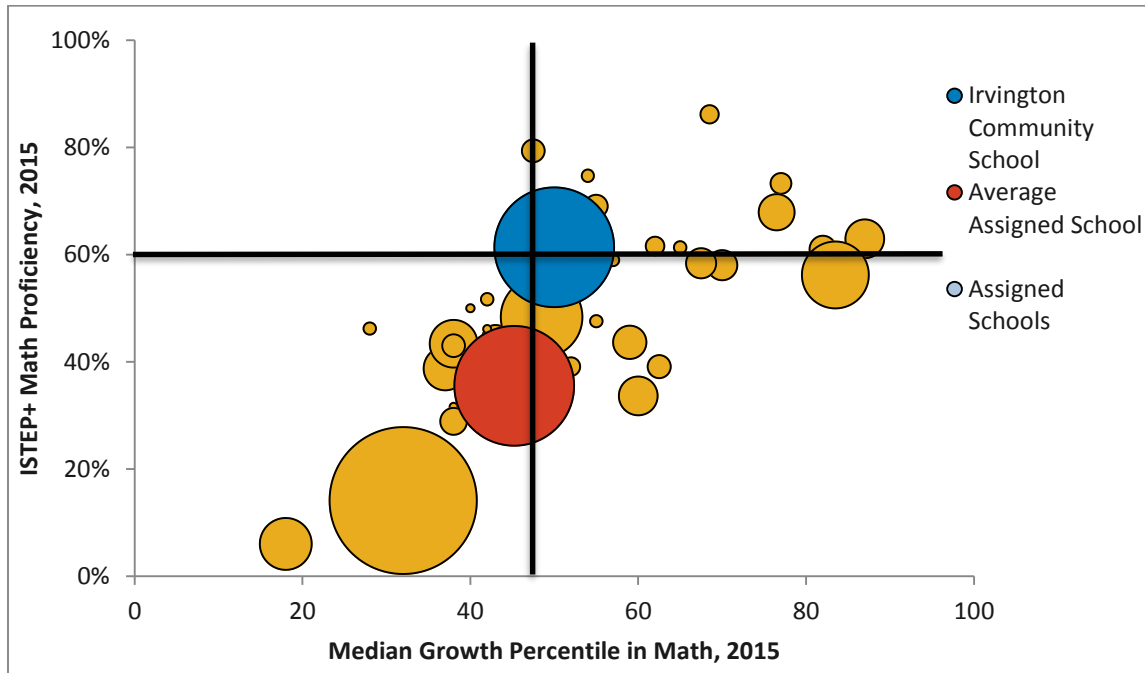
The Office of Education Innovation compared the performance of Irvington Community School to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Irvington Community School. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Irvington Community School students.

As shown below, Irvington Community School students' overall proficiency outpaced that of their peers in English/Language Arts. However, Irvington Community School students had a slightly lower Median Growth Percentile (MGP) in ELA.



As shown below, Irvington Community School students' overall proficiency outpaced that of their peers in Math. Irvington Community School students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Irvington Community School students outperformed their peers in three of four categories, earning the rating **Meets Standard** for the 2014-15 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS	AS	
School-specific Information	Goal					Result	Rating
	Between 89%-94% (16 or 17 out of 18 categories) of the grade levels outperformed the NWEA Target Growth Norm in Reading and Mathematics.					16/18	MS
	Between 90%-95% of students who graduate from IPA have post-secondary plans (acceptance to 2-year or 4-year colleges and universities, trade/vocational schools, or military service) for the fall of 2015 by the time of graduation in June 2015.					86%	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned with or support the school's unique mission. All data for school-specific goals are self-reported by the individual school.

In 2014-15, Irvington Community School set its first goal around student achievement on the NWEA Reading and Math assessment. The school reports that 16 out of 18 categories outperformed targeted goals, **meeting standard** on the first goal.

Irvington Community School set its second goal around student achievement on graduates' post-secondary plans. The school reports that 86% of students met the requirements for this goal, thus **approaching standard** on its second goal.

Overall, Irvington Community School receives an **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

Irvington Community Schools' Mission is to...

- Provide a small, safe learning community where respectful behaviors are modeled and expected.
- Partner with students and families to focus on a college preparatory curriculum that develops a strong work ethic in order to achieve academic growth.
- Prepare all students for successful post-secondary experiences as responsible citizens by being involved in service-learning opportunities for the betterment of their local and global communities.

High School Performance Indicators

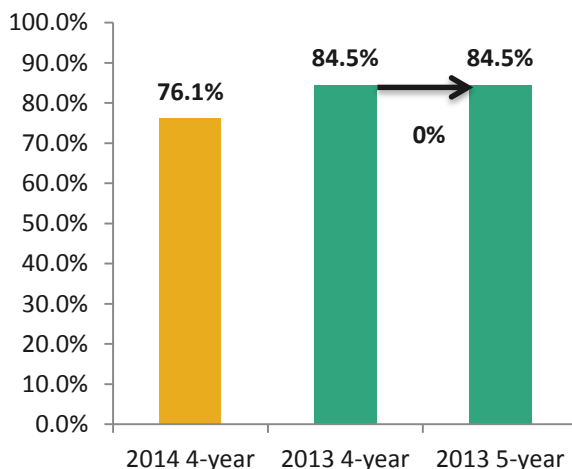
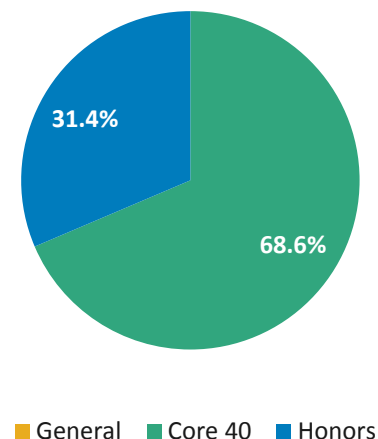
1.8. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?							
Indicator Targets	Does not meet standard		School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Approaching standard		School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Meets standard		School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Exceeds standard		School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS	AS	

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

For the 2014-15 school year, OEI assesses Irvington Community School by reviewing the results of 2014 graduation. The school's 2014 four-year graduation rate was 76.1%. The school's 2013 cohort had an 84.5% 4-year graduation rate that remained the same for its 5-year graduation rate.

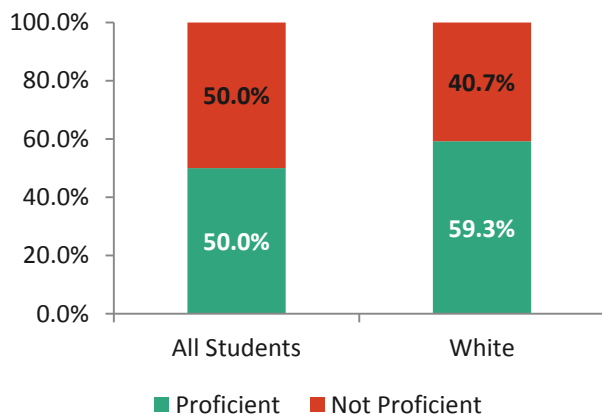
From these data, the school earns an **Approaching Standard** for this indicator on the OEI performance framework.

4- and 5-Year Graduation Rates

2014 Diploma Types


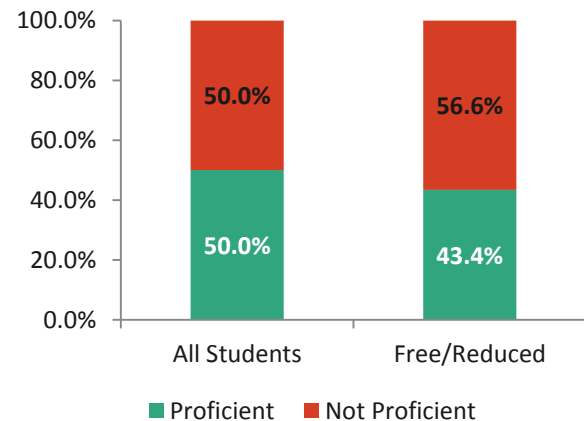
1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				Not Evaluated	Not Evaluated	

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.

Proficiency Gap by Race/Ethnicity



Proficiency Gap by Socioeconomic Status



In 2014-15, 50.0% of all Irvington Community School 10th grade students were proficient on both the English 10 and Algebra I ECAs. However, OEI was unable to report comparisons between subgroups due to a largely homogenous student population. The performance of White students and students who qualify for free/reduced lunch compared to that of all students can be seen in the graphs above.

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10th grade cohort. Because Irvington Community School did not enroll 30 students in more than one subgroup, the school was **not evaluated** on this indicator.

1.10. Is the school preparing students for college and careers?							
Indicator Targets	Does not meet standard		Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Approaching standard		30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Meets standard		40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Exceeds standard		At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				ES	ES	

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of Irvington Community School's 2014 graduates, 64.7% were deemed college- or career-ready by the Indiana Department of Education. Due to this rate, Irvington Community School earned an Exceeds Standard on this indicator in the OEI performance framework.